

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

History in Photography
Picture of an evacuee! LEARN WITH SNAPPER

LESSON PLAN

Name of Practitioner/Teacher: <i>Sara Beaven</i>	Date: <i>23/10/13</i>	Time: <i>15:30 – 17:30</i>
No. in class: <i>30</i>	Subject: Key stage 2	Length:
Name of Class: <i>Year 1 Mrs Peggy Class</i>	SEN: <i>Special educational needs E.g. Ben has decreased hearing so will always sit at the front</i>	

WALT (we are learning to) set up a portrait photo shoot and using the sepia or black and white camera mode, take aged looking shots which will contribute to a historical class montage. We will pay particular attention to the clothing of that age period

General Title/Aim of the session (taken from National Curriculum):

There is the opportunity to introduce or reinforce these national curriculum outcomes:

History:

Key Stage 2

Historical enquiry

4. Pupils should be taught:

- a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)
- b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

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Ideas for time periods that may be studied may include: [This project could support any period in history]

British history

The Romans, Anglo-Saxons and Vikings; Britain and the wider world in Tudor times; and either Victorian Britain or Britain since 1930

Romans, Anglo-Saxons and Vikings in Britain

The period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.

Britain and the wider world in Tudor times

Tudor monarchs

Victorian Britain or Britain since 1930

Victorian Britain or Britain since 1930.

A European history study

Ancient Greece

A world history study

Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past.

History:

Key Stage 2

Knowledge, skills and understanding

Chronological understanding

Pupils should be taught to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time

Lesson Objectives (learning outcomes)

- **All will** select a person or time in history and dress up like them
- **Most will** think about props and clothing appropriate to that time
- **Some will** make the picture more interesting by using appropriate props and use correct terminology to describe the picture

Time (Guide)	Subject Content	Practitioner/Teacher Activity	Pupil Activity	Assessment Method	Resources
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5	Introduce yourself and the day	Describe and list on the board what we will do today.	Listen and ask any questions		• Board • board pens • worksheet • presentation about portraits • Computer • A printer • Dressing up box • Arts and crafts box for making things • Safety pins to pin clothes in place • Books about history • Prize for winner, maybe points for table?
5	1/ the task at hand explained	• Get pupils into pairs • One will be the photographer the other will be the subject • Explain the task • Explain that to create a feeling of the time in history by altering the camera setting/mode to black and white or sepia. •	• Listen to task • Ask questions	• Question and answer • Observation	
10	2/ Do your research	• Facilitate pupils by helping them search for clues about their historical figure or time and the props they might use • Help them use specific search terms for better results	• Research a historical figure or time • Plan their picture	• Question and answer • Observation • Peer assessment • Demonstrating	
20	3/ Portrait photography	• Play the presentation and target questions and answers • Facilitate class discussion	• Watch and take notes	• Question and answer	
20	4/ Look in the dressing up box and if required	• Circulate room assisting and assessing	• Choose dressing up clothes • Make any props	• Question and answer • Observation • Peer	

	make props			assessment • Demonstrating	
5	5/ Take that shot	• Allocate a 'studio' space where the photo-shoot takes place • Circulate room assisting and suggesting • <i>Demonstrate how to change a picture into sepia or black and white if the software is available</i> • Facilitate printing	• Set up the shot • <i>If they can change it into sepia or black and white</i> • Print and write on the back	• Question and answer • Observation • Peer assessment • Demonstrating	
20	6/ Look in the dressing up box and if required make props	• Circulate room assisting and assessing	• Swap with partner • Choose dressing up clothes • Make any props	• Question and answer • Observation • Peer assessment • Demonstrating	
5	7/ Take that shot	• Allocate a 'studio' space where the photo-shoot takes place • Circulate room assisting and suggesting • <i>Demonstrate how to change a picture into sepia or black and white if the software is available</i> • Facilitate printing	• Set up the shot • <i>If they can change it into sepia or black and white</i> • Print and write on the back	• Question and answer • Observation • Peer assessment • Demonstrating	
20	8/ Quiz time	• Facilitate quiz	• Choose a buzz noise in pairs		

	– Guess that historical figure...buzz in	Allocate prize for winner	and demonstrate it to the room Play the quiz		
10	Pack up shop and summarise	Practitioner/Teacher reinforces learning through targeted questions and answers	Pupils pack up and answer questions	Targeted questions and answers	
	Extension activity	Explain activity if time allows Make some items from this time period and photograph them		- Peer observation - Question and answer - Demonstrating written	
	Homework	Explains homework activity	Listen to homework activity		